



New Hello!

English for Secondary Schools
Year 1



www.Cryp2Day.com

موقع مذكرات جاهزة للطباعة

Monthly Distribution of EFL Syllabus
First Year Secondary
First Foreign Language

Ministry of Education
ELT Counsellor's Office
(2021 – 2022)

توزيع منهج اللغة الإنجليزية
للسف الأول الثانوي

اللغة الأجنبية الأولى

العام الدراسي ٢٠٢١\٢٠٢٢م

First Term

Month	New Hello! English for Secondary Schools - Year 1 (SB + WB)
October	Units 1+ 2
November	Unit 3 + Revision 1+ Unit 4
December	Units 5 + 6 + Revision 2
January 2022	General Revision

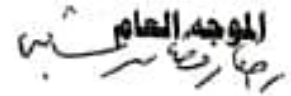
Second Term

Month	Hello! English for Secondary Schools - Year 1 (SB + WB)
February	Unit 7
March	Units 8+ 9+ Revision 3 + Unit 10
April	Units 11+ 12 +Revision 4
May	General Revision

مدير عام تنمية مادة اللغة الإنجليزية



[إيمان محمود يوسف محمود]

الموجه العام




www.Cryp2Day.com

موقع مذكرات جاهزة للطباعة

Time table

Morning	Afternoon	Days	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period	7 th Period	8 th Period
					<i>Saturday</i>					
		<i>Sunday</i>								
		<i>Monday</i>								
		<i>Tuesday</i>								
		<i>Wednesday</i>								
		<i>Thursday</i>								

Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1 st Period					
2 nd Period					
3 rd Period					
4 th Period					
5 th Period					
6 th Period					
7 th Period					
8 th Period					

Objectives of Teaching English as a Foreign Language in the Secondary Stage

*** General Aims:**

1.a : To acquire and develop the four language skills integratively.

1.b : To help the students communicate in English within the limited scope of the number of hours allocated to the course.

1.c : Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

*** Specific Aims:**

2.a : To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.

2.b : To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

*** The Four Skills:**

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time.

3.a : Listening:

- *Distinguishing sounds and words.*
- *Understanding a limited range of vocabulary items.*
- *Understanding simple sentences, questions, instructions and directions and responding to them.*
- *Understanding a wider range of vocabulary.*
- *Understanding different forms of questions.*
- *Identifying topics of situational dialogues.*

3.b : Speaking:

- *Producing words and sentences.*
- *Producing short utterances.*
- *Taking part in simple dialogues.*
- *Producing questions and answers.*
- *Re-telling a story.*
- *Making simple requests.*
- *Telling a story or dramatizing it as a play.*

3.c : Reading:

- *Identifying a range of vocabulary items.*
- *Responding appropriately to simple sentences and short paragraphs.*
- *Scanning and skimming texts for information.*
- *Answering questions on a text.*

3.d : Writing:

- *Completing and constructing simple sentences.*
- *Writing a letter following instructions.*
- *Writing a paragraph by answering questions or any other kind of guidance.*

Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 1: Community	1 Getting away		Page 6
	<p>Reading: A magazine article about eco-tourism and blogs</p> <p>Writing: Write a paragraph</p> <p>Listening/Speaking: A teenager talking about travelling; Describe an event</p>	Past simple and past continuous	<p>Life Skills: Collaboration – Working together to sustain and improve our environments;</p> <p>Values: Workmanship and Cooperation – Working with others to sustain our environments</p> <p>Issues: Environmental responsibility and Community Participation – Conservation in the global community; Sustainable development</p>
	Treasure Island: Chapter 1		Page 12
	2 Supporting the community		Page 16
	<p>Reading: A text about Egyptian people who give to their communities</p> <p>Writing: Write a biography</p> <p>Listening/Speaking: A discussion about a conservation programme; Making arrangements</p>	<p>Present simple and past simple</p> <p>Present simple passive</p>	<p>Life Skills: Empathy - Helping other people</p> <p>Values: Cooperation – Helping your community</p> <p>Issues: Environmental responsibility – Conservation in the community; Technological awareness – Researching a famous person</p>
	Treasure Island: Chapter 2		Page 22
	3 Improving lives		Page 26
	<p>Reading: An extract from David Copperfield</p> <p>Writing: Write a short story</p> <p>Listening/Speaking: A talk about the effect of Charles Dickens' books; Discussing a topic; Making suggestions</p>	Present perfect and past simple	<p>Life Skills: Cooperation - Helping your community; Empathy – Understanding other people's problems</p> <p>Values: Honesty and Integrity – Respect for others</p> <p>Issues: Equality – Issues around poverty</p>
	Treasure Island: Chapter 3		Page 32
	Revision 1		Page 36

	Skills	Language	Life Skills, Values and Issues
Module 2: Communication	4 Making new friends Page 42		
	<p>Reading: a magazine article about moving to a new town and trying to make friends</p> <p>Writing: Write an email to a magazine's problem page</p> <p>Listening/Speaking: Listen to a radio phone in about bullying at school; Having a debate</p>	<p>Articles</p> <p>Countable and uncountable nouns</p>	<p>Life Skills: Communication – How to build friendships; Empathy – Understanding other people; Respect – Acceptance of diversity</p> <p>Values: Respect – Tolerance and acceptance of other people; Independence – Importance of knowing when and how to seek advice</p> <p>Issues: Citizenship – What makes a good citizen?</p>
	Treasure Island: Chapter 4 Page 48		
	5 Communication Page 52		
	<p>Reading: A science article on how we may communicate in the future – possible risks.</p> <p>Writing: Write a reflective paragraph and a blog</p> <p>Listening/Speaking: Listen to a radio programme discussing the dangers of the internet; Giving a presentation</p>	<p>Future forms will / be going to / present continuous</p>	<p>Life Skills: Critical Thinking and Communication – How the internet will impact on our future</p> <p>Values: Objectivity – Assessing technological change; Respect – Communication when using the internet</p> <p>Issues: Technological Awareness – Communicating safely</p>
	Treasure Island: Chapter 5 Page 58		
	6 Learning from literature Page 62		
	<p>Reading: The Gardener – a poem by Robert Louis Stevenson</p> <p>Writing: Write a review of a poem</p> <p>Listening/Speaking: A conversation about Robert Louis Stevenson; Polite requests</p>	<p>Verbs + infinitive or -ing form</p>	<p>Life Skills: Communication – Polite requests; Critical Thinking – Assessment of a poem</p> <p>Values: Curiosity – Learning from poetry</p> <p>Issues: Cross-cultural communication</p>
	Treasure Island: Chapter 6 Page 68		
	Revision 2 Page 72		

Date	/ /
Period	
Class	

Unit 1
Getting away
Lesson 1 Reading

SB P. 6

WB P. 5

Learning objectives:

Language

past simple and past continuous.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

A story about travelling and what happened when something went wrong.

Reading

Reading article about ecotourism.

Life skills

Collaboration.

Writing

Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- why are tourists very important for a country?

Presentation:

Vocabulary:

ecotourism – endangered - isolate – environment - Famous percent - exist – Lemurs - protect

- Ecotourism is about providing holidays to places which are often endangered and isolated. The holidays are designed to have a limited impact on the local environment and to educate tourists about conservation. **Structures:**

- While he was working for the newspaper, he was also writing for magazine stories.

Practice:

S. B. EX. 1: read and answer the questions.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

I ask Ss to write a small paragraph about ecotourism.

Date	/ /
Period	
Class	

Unit 1
Getting away
Lesson 2 Listening

SB P. 7

WB P. 6

Learning objectives:

Language

past simple and past continuous.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

A story about travelling and what happened when something went wrong.

Reading

Reading article about ecotourism.

Life skills

Collaboration.

Writing

Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role paly, Discussion, make the decision

Warm-up:

- What were you doing yesterday evening?

Presentation:

Vocabulary:

coast – materials – dive – Coral reefs – avoid – unique – Giant turtles – sustainable – limit – popular

- **Madagascar** is famous for its ecotourism and wants to protect its ecosystem (the animals and plants in its environment). 80% of the animals, and 90% of the plants that live there don't exist anywhere else in the world. Lemurs, for example, only live in Madagascar.

Practice:

S. B. EX. 1: Underline the past tenses.

S. B. EX. 2: Read and choose.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

Translate into English:

جاء والدي بينما اذاکر من اجل امتحان اللغة الانجليزية.

Date	/ /
Period	
Class	

Unit 1	
Getting away	
Lesson 3	Speaking

SB P. 8

WB P. -

Learning objectives:

Language

past simple and past continuous.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

A story about travelling and what happened when something went wrong.

Reading

Reading article about ecotourism.

Life skills

Collaboration.

Writing

Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Conventions of print, Discussion, make the decision

Warm-up:

- Were you studying when your father came?

Presentation:

Vocabulary:

wildlife – dragon – Pink sand – impact - lean – spicy

cure for – Swell up – trek - laws

- **Egypt** is developing ecotourism to protect the environments along the Red Sea coast.

Tourists can stay in hotels built of environmentally-friendly natural **materials**. When

tourists go diving they are taught how to avoid damaging the fish and corals.

Practice:

S. B. EX. 1: Check your vocabulary.

S. B. EX. 2: Read and complete.

Consolidation:

Ss are asked to answer WB. EX. 2 at home.

Home assignment:

Translate into Arabic:

Plants that are endangered should be protected.

Date	/ /
Period	
Class	

Unit 1
Getting away
Lesson 4 Language

SB P. 9

WB P. 7

Learning objectives:

Language

past simple and past continuous.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

A story about travelling and what happened when something went wrong.

Reading

Reading article about ecotourism.

Life skills

Collaboration.

Writing

Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- Did you take any money for some work you did before?

Presentation:

Vocabulary:

bite – get lost – rainforests – resort – glad – teenager

fascinating – relaxing – destination - spider

The Galapagos Islands in **Ecuador** are famous for the **unique** animals, such as the giant turtles which live there. Ecuador makes sure that tourism is **sustainable**. Only a limited number of people can visit islands each year, so the animals and their environment are safe.

Practice:

S. B. EX. 1: Read and answer.

S. B. EX. 2: Read and answer.

S. B. EX. 3: Answer the questions.

Consolidation:

Ss are asked to answer SB. EX. 2 at home.

Home assignment:

Correct the following:

Date	/ /
Period	
Class	

Unit 1
Getting away
Lesson 5 Life skills

SB P. 10

WB P. 8

Learning objectives:

Language

past simple and past continuous.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

A story about travelling and what happened when something went wrong.

Reading

Reading article about ecotourism.

Life skills

Collaboration.

Writing

Write a paragraph.

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Conventions of print, Discussion, make the decision

Warm-up:

- How can you begin a story?
- Who is the main character?
- What other things will you include in your story?

Presentation:

Vocabulary:

Orang-utan- Madagascar- temples- awful- conservation- Hill- actually

The Komodo National Park in **Indonesia** is a popular ecotourism destination. Much of Indonesia's endangered wildlife, including the Komodo dragon, can only be found here. The National Park is also famous for its beach with pink sand.

Practice:

S. B. EX. 1: Prepare to speak.

S. B. EX. 2: Tell your story.

Consolidation:

Ss are asked to answer W. B. EX 2 at home.

Home assignment:

Write a paragraph about (Tourism)

Date	/ /
Period	
Class	

Chapter 1
Treasure Island

SB P. 3, 4

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- In your opinion, what happened between the Captain and Black Dog shortly before the fight ?

Warm-up:

- What do you know about Robert Luis Stevenson?

Strategies: Conventions of print, Discussion, role play

Presentation:

Vocabulary:

Own –Scar –Handle – Realise – Inn – Point – Cliff – sailor – Frightened- pale – Adventure- Sword – Blood - terrible

* **Summary:**

1. - I'll start by writing about the time when my father owned an inn called the Admiral Benbow, many years ago. I remember the day when a man walked into the inn. He was tall and strong, with an old blue coat and a scar on his face. He looked around him. "This is a nice, quiet place. I'll stay here. Please, take this up to my room," he said, pointing to a large wooden box. "You can call me Captain. And this is for you," he continued, handing my father three or four gold coins. The Captain was usually a quiet man. He spent his days walking on the beach or on the cliffs.

Practice:

- 1- What was Jim's father opinion about the Captain's stories ?
- 2- Jim didn't like the captain , give reasons ?
- 3- What did the blind man give the Captain?

Home assignment:

- 4- Why didn't the people in the village help Jim and his mother?
- 5- What is your opinion about the character of the captain ?

Date	/ /
Period	
Class	

Chapter 1
Treasure Island

SB P. 5, 6

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) If you were Jim , would you take the money and leave your mother ? Why ? why not ?

Warm-up:

- What do you know about Robert Luis Stevenson?

Strategies: Conventions of print, Discussion, role play

Presentation:

Vocabulary:

Dare –Shouts –Fell over – Hurt - Upstairs – Strange – Towards

*** Summary:**

My father was worried that nobody would want to visit the inn because they would be frightened by the Captain' stories, but I think people liked them. The Captain stayed at the inn for months. He did not give us any more money for his room and my father did not dare to ask him for more.

Practice:

B) Fill in the table Saying who said these quotations , to whom ,when and where :

Quotation	Who said	To whom	When	Where
1-We only have until ten o'clock.				
2-Help me to take him upstairs				

Home assignment:

1- what did they find inside the captain box?

Date	/ /
Period	
Class	

Unit 2	
Supporting the community	
Lesson 1	Listening

SB P. 1

WB P. 1

Learning objectives:

Language

Present and past simple, present simple passive.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

An interview with Dr. Leelah Hazzah.

Reading

Read about the achievements of a famous Egyptian person.

Life skills

Empathy.

Writing

Write a biography.

Warm-up:

- What Do you Know about Mohamed Salah?

Presentation:

Vocabulary:

famous=well known – Admire –Blood pressure – desire – donate – generous – intelligence – Iron levels– Long-term– Role model- transplant

- Mohamed Salah is one of Egypt's most famous footballers. He is admired for his intelligence and ability to score goals. In 2017, he scored the goal to send Egypt to their first world cup finals since 1990.

Structures:

- He is admired for his intelligence.
- He often plays football.

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: read then match the answers.

s. B. EX. 1: Match to make sentences.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

1)Write what you would say in each of the following situations:

- You don't understand something.
- You don't know the meaning of a word.

Date	/ /
Period	
Class	

Unit 2	
Supporting the community	
Lesson 2	Language Focus

SB P. 2

WB P. 2

Learning objectives:

Language

Present and past simple, present simple passive.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

An interview with Dr. Leelah Hazzah.

Reading

Read about the achievements of a famous Egyptian person.

Life skills

Empathy.

Writing

Write a biography.

Warm-up:

- When do you usually get up?
- what do people around the world think of Salah?

Presentation:

Vocabulary:

footballers - ability – score – goals - World cup

finals – praised - charity - hometown – cancer – A chance – succeed - nickname

- He donated money to his home town of Nagrig to build a school and he has helped a children's cancer hospital in Cairo.

Structures:

- people who donate blood can find out quickly if they have any health problems.

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: read and answer the question.

S. B. EX. 3: think of a famous Egyptian.

Consolidation:

Ss are asked to answer WB. EX. 1 at home.

Home assignment:

What do you know about Mohamed Salah?

Date	/ /
Period	
Class	

Unit 2
Supporting the community
Lesson 3 Reading

SB P. 3

WB P. _

Learning objectives:

Language

Present and past simple, present simple passive.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

An interview with Dr. Leelah Hazzah.

Reading

Read about the achievements of a famous Egyptian person.

Life skills

Empathy.

Writing

Write a biography.

Warm-up:

- what happens on 14th June each year?

Presentation:

Vocabulary:

The happiness maker – Take part in – Donor day – injured – regular – illness - health

- Every year in 14th June countries around the world take part in the world blood donor day.

Structures:

- They often go missing or are attacked by lions.

- The information is sent to the cattle farmers.

Practice:

S. B. EX. 1: Check your vocabulary.

S. B. EX. 2: Read and complete.

W. B. EX. 1: Complete with the past simple form.

W. B. EX. 2: choose the correct word.

Consolidation:

Ss are asked to answer SB. EX. 2 at home.

Home assignment:

Write a short paragraph about Donating blood.

Date	/ /
Period	
Class	

Unit 2
Supporting the community
Lesson 4 life skills

SB P. 4

WB P. 3

Learning objectives:

Language

Present and past simple, present simple passive.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

An interview with Dr. Leelah Hazzah.

Reading

Read about the achievements of a famous Egyptian person.

Life skills

Empathy.

Writing

Write a biography.

Warm-up:

- What is Dr Farouk El-Baz' job now?
- How can he help us?

Presentation:

Vocabulary:

respected – serious – wish - hurt – inspire – biology – conservation – lion - villagers

- Giving blood can also have health benefits. All donors have their blood pressure and iron levels checked before donation, so people who donate blood can find out quickly if they have any health problems.

Structures:

- Ramy was born in Cairo in September 1987.

Practice:

S. B. EX. 1: Read and answer.

S. B. EX. 2: Predict, read and check.

S. B. EX. 3: Read and answer.

S. B. EX. 4: Discuss these questions in pairs.

Consolidation:

Ss are asked to answer WB. EX. 1 at home.

Home assignment: Correct the following:

- He usually is late for school.

Date	/ /
Period	
Class	

Unit 2
Supporting the community
Lesson 5 Writing

SB P. 5

WB P. 4

Learning objectives:

Language

Present and past simple, present simple passive.

Speaking

Discussion about helping people, Role-play about summer plans.

Listening

An interview with Dr. Leelah Hazzah.

Reading

Read about the achievements of a famous Egyptian person.

Life skills

Empathy.

Writing

Write a biography.

Warm-up:

- What are the names of people in the pictures?
- Why are they famous?
- What other things you know about them?

Presentation:

Vocabulary:

cows – goats – study – recognize - wild – earn – listen – program - pilot

Lion guardians are changing this. The organization works with the

community to help both the lions and their livestock and this is done by employing local people.

Structures:

- There are no new structures.

Practice:

S. B. EX. 1: Prepare to speak:

W. B. EX. 1: Read the sentences and answer the questions:

Consolidation:

- Ss are asked to answer WB. EX 1 at home.

Home assignment:

Write a paragraph on "the person I admire most"

Date	/ /
Period	
Class	

Chapter 2
Treasure Island

SB P. 10, 11

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) Why did they open the captain's box?

Warm-up:

• What do you think will happen next in the story?

Presentation:

Vocabulary:

(Hide – hid – hidden) - soon –Admiral – blind – money – look around – rich – policemen – escaped

*** Summary:**

At this time, we heard horses coming down the road. When the men heard the horses, they started to run in all directions

The horses arrived, so I ran out to see who was riding them. One of them was the boy who went to get Dr Livesy, and the rest were policemen. Two men took my mother to the village, where she soon

felt better, and the others tried to catch the men. But it was too late: we heard that they escaped on a boat.

Practice:

1- what did the men say when they know that the captain was dead?

2- what happened when the police arrived?

Home assignment:

1-Where was Dr Livesy?

2- why weren't those men interested in money?

Date	/ /
Period	
Class	

Chapter 2
Oliver Twist

SB P. 12, 13

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) Who was Dr. Livesy?

Warm-up:

• What do you think will happen next in the story?

Presentation:

Vocabulary:

Owner – describe –several days – treasure - relax – safe– prepare– a letter – gentleman - crew

*** Summary:**

- One day, a letter was sent to me from Mr Trelawney. It said that a good man called Blandly had a ship called the Hispaniola for us. Trelawney said that he had found a crew ready to work on it. The crew included a man called Long John Silver, who had lost a leg but was a good cook. Silver also knew other men who would join us. Trelawney said that everyone was excited by the thought of the treasure. I was surprised by this, as I thought we had to keep the news of the treasure a secret.

Practice:

1. Who sent the letter to the narrator?
2. Why did they try to keep this news secret?

Home assignment:

1- who was John silver?

Date	/ /
Period	
Class	

Unit 3	
Improving lives	
Lesson 1	Listening

SB P.

WB P

Learning objectives:

Language

Past simple and present perfect.

Speaking

Discussing a topic.

Listening

A talk about the effect of Charles Dickens' books.

Reading

A summary of Oliver Twist and David Copperfield.

Life skills

Empathy; Participation.

Writing

A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- What nationality was Dickens?
- In which century did he live?

Warm-up:

- You're going to read a summary of the book Oliver Twist by Charles Dickens

Presentation:

Vocabulary:

criminal – Burglary – steal – thief – writer – escape

workhouse - poor – manager – merchant- arrange

- Novels are not real, but do you think they can teach us about life? How?

Structures:

- I've lived there since I was a child in 2001.
- I've never read David Copperfield.

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: Listen and choose.

W. B. EX. 1: Add these words to the dictionary page.

Consolidation:

Ss are asked to answer WB. EX. 2 at home.

Home assignment:

- Write what you would say in the following situations.
 - You meet your old friend.

Date	/ /
Period	
Class	

Unit 3	
Improving lives	
Lesson 2	Language Focus

SB P.

WB P.

Learning objectives:

Language

Past simple and present perfect.

Speaking

Discussing a topic.

Listening

A talk about the effect of Charles Dickens' books.

Reading

A summary of Oliver Twist and David Copperfield.

Life skills

Empathy; Participation.

Writing

A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- Who did Charles Dickens most want to help?

- Why did he want to help them?

Warm-up:

- What did Charles Dickens want rich people to do?

Presentation:

Vocabulary:

healthy – country – mice – break the law –The police – pounds- tired - baby - wife

- You are different from your father.

Structures:

- His mother died so he was taken to a home for the poor called a workhouse.

Practice:

S. B. EX. 1: Read and answer:

S. B. EX. 2: Choose the answer:

W. B. EX. 1: Make a chain of first conditional sentences:

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

Rewrite the following:

- You should study hard. (If)

Date	/ /
Period	
Class	

Unit 3	
Improving lives	
Lesson 3	Reading

SB P.

WB P.

Learning objectives:

Language

Past simple and present perfect.

Speaking

Discussing a topic.

Listening

A talk about the effect of Charles Dickens' books.

Reading

A summary of Oliver Twist and David Copperfield.

Life skills

Empathy; Participation.

Writing

A short story.

Teaching Aids

- The white board, the black board, student book and workbook.

Review:

- What would you do if you had a lot of money?

Warm-up:

- In Charles Dickens' opinion, which group of people will lead happier lives?

Presentation:

Vocabulary:

Possible – factory – remember – • Novels – sunlight – sentences – Discuss – high school – password - now

Structures:

- 1 I've never read Oliver Twist. PP

Practice:

S. B. EX. 1: Check your vocabulary:

W. B. EX. 1: Read and make sentences:

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

Translate into Arabic:

- Do you have any suggestions for voluntary work I could do?

Date	/ /
Period	
Class	

Unit 3
Improving lives
Lesson 4 Critical thinking

SB P.

WB P.

Learning objectives:

Language

Past simple and present perfect.

Speaking

Discussing a topic.

Listening

A talk about the effect of Charles Dickens' books.

Reading

A summary of Oliver Twist and David Copperfield.

Life skills

Empathy; Participation.

Writing

A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- Do you help your community?

Warm-up:

- What did Charles Dickens want rich people to do?

Presentation:

Vocabulary:

free time – important – repeat – law - helpful - miracle

Structures:

- I read some of Charles Dickens' books last year.

Practice:

S. B. EX. 1: Answer the following:

S. B. EX. 2: Look and predict:

S. B. EX. 3: Read, check and discuss:

S. B. EX. 4: Discuss in pairs:

Consolidation:

Ss are asked to answer SB. EX. 4 at home.

Home assignment: Correct the following:

- if I were you, I will see a doctor.

Date	/ /
Period	
Class	

Unit 3
Improving lives
Lesson 5 Communication

SB P.

WB P.

Learning objectives:

Language

Past simple and present perfect.

Speaking

Discussing a topic.

Listening

A talk about the effect of Charles Dickens' books.

Reading

A summary of Oliver Twist and David Copperfield.

Life skills

Empathy; Participation.

Writing

A short story.

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- what are the five senses?

Warm-up:

- What do they do?

Presentation:

Vocabulary:

keep fit help other make a list help disabled	give advice I could do Do you have any suggestions make sure by the end of
--	---

Structures:

- There are no new structures.

Practice:

S. B. EX. 1: Prepare to speak:

S. B. EX. 2: Ask and answer:

Consolidation:

- Ss are asked to answer W. B. EX 2 at home.

Home assignment:

Correct the following:

- While I was reading, my mother cooked lunch.

Date	/ /
Period	
Class	

Chapter 3
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) Who was captain Flint?

Warm-up:

- What do you think life is like on the Hispaniola?

Strategies:

-pair work, Discussion, role play

Presentation:

Vocabulary:

take a note –inn –looked surprised – Silver – join – blind – difficult – journey – job

*** Summary:**

“There is nothing we can do now,” said Mr Trelawney. “We leave at four o’clock this afternoon. Get your hat, Jim, we’ll go on the ship now,” he said to me.

It took some time to reach the Hispaniola. When we walked onto the big ship, the captain, Smollett, did not look happy to see us.

Practice:

1. Who are the two good men on the ship Dr Livesy was talking about?
2. What is silver's secret plan on the Hispaniola?

Home assignment:

- 1-Jim's luck saved him from silver and his men.explain?
- 2-Silver and pew were old friends . explain?

Date	/ /
Period	
Class	

Chapter 3
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) what do you know about Robert Luis Stevenson?

Warm-up:

- Who was captain Flint?

Strategies:

-pair work, Discussion, role play

Presentation:

Vocabulary:

cook – barrel – crew – mean - parrot – explain – pay

* **Summary:**

“I was told that the destination of the journey was a secret,” he explained. “But the crew tell me we’re looking for treasure. I know that lookingfortreasurealwaysmeansdanger.And when I go on a journey, I like to be able to choose my own crew.”

One night, before I went to bed, I decided to eat an apple. The apples were kept in a big barrel which I climbed inside, because it was nearly empty. Before I left the barrel, I heard a man talking nearby. It was Silver and what he said was terrible.

Practice:

1-"looking for treasure always means danger" why do you think captain Smollett said so?

Home assignment:

1- What do you expect to happen next?

Date	/ /
Period	
Class	

Unit 4	
Making new friends	
Lesson 1	Listening

SB P.

WB P.

Learning objectives:

Language

Articles, Countable/ uncountable nouns

Speaking

Having a debate

Listening

A radio phone-in about bullying at school

Reading

A magazine article about moving to a new town

Life skills

Respect for diversity; Communication

Writing

An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review: - What is this?

Warm-up:

- What can teenagers do to make friends in a new town?
- What do you think is the best thing to do when you are in a new town?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

photographs – town – make friends – new – the best – advice – connection – boring – notice board - grante

- I teach biology at the university.

- We're sporty family. We like sports.

Structures:

- I have lived here since 1999.

Practice:

S. B. EX. 1: Look at the photographs and answer the questions in pairs.

S. B. EX. 2: check the meaning of these words.

Home assignment:

Write a paragraph about " a good friend "

Date	/ /
Period	
Class	

Unit 4	
Making new friends	
Lesson 2	Language Focus

SB P. 22

WB P. 18

Learning objectives:

Language

Articles, Countable/ uncountable nouns

Speaking

Having a debate

Listening

A radio phone-in about bullying at school

Reading

A magazine article about moving to a new town

Life skills

Respect for diversity; Communication

Writing

An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review:

- Where can people find advice for the problems they have?

- Which pieces of advice do you think are the most useful?

Warm-up:

- What kind of problems do you think a student might face?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

Dear - Aunt - difficult – exams – subject – library – feel better – - government e-mail 1:

I don't have any friends at my new school. I am always on my own at break-time. Yesterday, I talked to a girl in my class. I asked her if she wanted to do some homework with me but she said no.

Structures:

- I have lived here since 2000.

Practice:

S. B. EX. 1: Underline the singular nouns and circle the plural nouns in the sentences from the letters.

Home assignment:

4) Rewrite:

1- I'm still decorating my room.

(Yet)

Date	/ /
Period	
Class	

Unit 4	
Making new friends	
Lesson 3	Reading

SB P. 23

WB P. 19

Learning objectives:

Language

Articles, Countable/ uncountable nouns

Speaking

Having a debate

Listening

A radio phone-in about bullying at school

Reading

A magazine article about moving to a new town

Life skills

Respect for diversity; Communication

Writing

An email to a magazine's problem page

Teaching Aids

- The white and blackboard, student book and workbook, chalk.

Review:

- How long have you played computer games?

Warm-up:

- Why is it a good idea to ask other students questions about themselves?

- Why do team sports make it easier for you to make friends?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

wearing – cool - clothes – feel stressed – conversation – personal – join clubs – online - teammates

Structures:

- I have lived here since 2000.

- She has not finished her homework yet.

Practice:

S. B. EX. 1: Read the article again and answer the questions.

S. B. EX. 2: check the meaning in your active study dictionary.

S. B. EX. 3: Work in pairs. Discuss.

Home assignment:

Translate into English:

١-تقوم مصر بعمل مدن جديده للشباب.

Date	/ /
Period	
Class	

Unit 4
Making new friends
Lesson 4 Critical thinking

SB P. 24

WB P. 19

Learning objectives:

Language

Articles, Countable/ uncountable nouns

Speaking

Having a debate

Listening

A radio phone-in about bullying at school

Reading

A magazine article about moving to a new town

Life skills

Respect for diversity; Communication

Writing

An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review:

- Do you know exactly how many people live in Egypt?

Warm-up:

- Who are today's heroes?

Strategies: Brain storming, Lecturing, Role play

Presentation:

Vocabulary:

Form – education – religion – comfortable – improve - scan

You can only make friends if you spend time with them! The best way to do this is to join clubs or do team sports you like. Go online or look at the noticeboard at your school and find out what's happening. If you're part of a team, your teammates will feel connected to you and that connection could become a friendship.

Structures:

- She has stayed here since 2000.

- They have not finished their homework yet.

Practice:

S. B. EX. 1: Read and Discuss in pairs.

S. B. EX. 2: look at the graph and discuss these questions in pairs.

Home assignment:

Correct the following:

teachers can also give you some advise on how to make friends and enjoy life in your new town

Date	/ /
Period	
Class	

Unit 4
Making new friends
Lesson 5 Communication

SB P. 25

WB P. 20

Learning objectives:

Language

Articles, Countable/ uncountable nouns

Speaking

Having a debate

Listening

A radio phone-in about bullying at school

Reading

A magazine article about moving to a new town

Life skills

Respect for diversity; Communication

Writing

An email to a magazine's problem page

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Review:

- How can your teachers help you?

Warm-up:

- How can you write a report?

Strategies: Lecturing, Discussion, Role play

Presentation:

Vocabulary:

stressed – feel better – religion – comfortable – improve - scan

Structures:

- I've spent a lot of time studying in the library this week.

Practice:

S. B. EX. 1: Prepare to speak.

S. B. EX. 2: Make notes.

Home assignment::

Correct the following:

-I read a book. a book is useful.

- I live in an Egypt.

Date	/ /
Period	
Class	

Chapter 4
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

1) What did Jim do next after he knew about Silver's mutiny?

Warm-up:

- In Chapter 3, Jim learns that there are pirates in the crew. What do you think he does next?

Strategies:

-pair work, Discussion and role play.

Presentation:

Vocabulary:

As usual –branch –correct – crutch – expect – forever – glasses – shore – plan

*** Summary:**

“There is nothing we can do now,” said Mr Trelawney. “We leave at four o’clock this afternoon. Get your hat, Jim, we’ll go on the ship now,” he said to me.

It took some time to reach the Hispaniola. When we walked onto the big ship, the captain, Smollett, did not look happy to see us.

Practice:

What was Captain Smollett's plan to save the ship from Silver and his men?

Why did Jim feel that he made a mistake by deciding to go to the island?

Home assignment:

'You were right and I was wrong', what did Mr Trelawney mean by this?

Date	/ /
Period	
Class	

Chapter 4
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- 1) what do you know about captain smollett?

Warm-up:

- why did Jim feel that he made a mistake by deciding to go to the island?

Strategies:

- pair work, Discussion, role play

Presentation:

Vocabulary:

Whistle – trust – rocky tops – relax - pretty – hills – marked

*** Summary:**

I soon found Dr Livesy and quietly said to him, "I must speak to you, Captain Smollett and Mr Trelawney. I have some terrible news."

Dr Livesy's expression did not change. He asked me to find his glasses downstairs and walked off to talk to Mr Trelawney and Smollett.

Practice:

- Why do you think the crew were better than captain Smollett expected?
- "I would stay on the island forever" why does Jim say this?

Home assignment:

How do you know they can trust some of the men?

Date	/ /
Period	
Class	

Unit 5
Communication

SB P.

WB P.

Learning objectives:

Language

Future forms will, be going to and present continuous.

Speaking

Give a presentation.

Listening

A radio discussion about the dangers of the internet.

Reading

A science article on how we may communicate in the future.

Life skills

Self-management; Decision-making.

Writing

Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Review:

Look at the title of the article and the image.

What do you know about the Internet of Things?

Warm-up:

●How is it important that all machines should be connected?

Strategies: Role-play, Discussion, make the decision

Presentation:

Vocabulary:

application – communications – connect – hack – security – the internet – smartphone – technology

Communication is no longer about people talking to one another, but about machines talking to machines.

Structures:

This is known as the Internet of Things (IOT). Technology is developing so fast that experts believe everyone will be connected to the IOT in a few years.

Practice:

S. B. EX. 1: Read the magazine article and match the headings with the correct paragraphs 1–4.

S. B. EX. 2: Read the text again and answer the questions.

Home assignment:

- Write what you would say in the following situations.

- You meet a friend for the first time.
- You ask about the price of the shirt.

Date	/ /
Period	
Class	

Unit 5
Communication

SB P.

WB P.

Learning objectives:

Language

Future forms will, be going to and present continuous.

Speaking

Give a presentation.

Listening

A radio discussion about the dangers of the internet.

Reading

A science article on how we may communicate in the future.

Life skills

Self-management; Decision-making.

Writing

Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Warm-up:

- What is this?
- what is the smart phone?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

- accident – business – cause – check – control – scams – space – develop – device**
- driveless
- Ahmed is fast. I think he will win the race.

Listening & reading:

Cars can already connect to the internet using smartphones, but imagine if you can get a driverless car to come and collect you using an app on your phone.

Practice:

S. B. EX. 1: Match the meaning of these words and phrases

S. B. EX. 2: Read the sentences. Decide if the words in bold in each sentence are used correctly.

Home assignment:

1- Speech is the fastest method of ----- between people.

a – communication	b – communicative	c – connection	d – communicate

Date	/ /
Period	
Class	

Unit 5
Communication

SB P.

Learning objectives:

Language

Future forms will, be going to and present continuous.

Speaking

Give a presentation.

Listening

A radio discussion about the dangers of the internet.

Reading

A science article on how we may communicate in the future.

Life skills

Self-management; Decision-making.

Writing

Write a reflective paragraph and a blog.

Teaching Aids

- The white and black boards, marker, student book and workbook.

Review:

- Who is Robert Louis Stevenson?

Warm-up:

- Do you like travelling by sea? Why / Why not?

Strategies: Organization of ideas, Discussion, Role play

Presentation:

Vocabulary:

Disadvantage – empty – enough – expert - experience – flexible – heating – electricity - major - fear

Practice:

S. B. EX. 1: Listen to these people talking about the photos.

S. B. EX. 2: Underline the future verb forms

Consolidation:

- Ss are asked to answer WB. EX. 3 at home.

Home assignment:

★ choose the correct answer:-

1- To----- *is* When a computer system is broken into illegally

a – hide	b – hack	c – pack	d – lake
----------	----------	----------	----------

2- Egypt is well-known for its safety and -----

a – secure	b – safe	c – security	d – secretive

Date	/ /
Period	
Class	

Unit 5
Communication

SB P.

WB P.

Learning objectives:

Language

Future forms will, be going to and present continuous.

Speaking

Give a presentation.

Listening

A radio discussion about the dangers of the internet.

Reading

A science article on how we may communicate in the future.

Life skills

Self-management; Decision-making.

Writing

Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Warm-up:

- What will you do if you are alone in the garden?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

Recently – imagine - tablet – light – link – machine – major – network – online - organisation

Practice:

S. B. EX. 1: Read the sentences. Tick (✓) the sentences about future possibilities.

W. B. EX. 1: Look at the photos and the ideas in the boxes. Talk about them using will, going to

Consolidation:

Ss are asked to answer SB. EX. 1 at home.

Home assignment:

A) Choose the correct answer:

1- I have a cool new ----- that helps me learn English words on my smart phone

a – internet	b – technical	c – image	d – app
--------------	---------------	-----------	---------

2- Oh no someone has tried to ----- into my new computer

a – connect	b – hook	c – hack	d – hit
-------------	----------	----------	---------

Date	/ /
Period	
Class	

Unit 5
Communication

SB P.

WB P.

Learning objectives:

Language

Future forms will, be going to and present continuous.

Speaking

Give a presentation.

Listening

A radio discussion about the dangers of the internet.

Reading

A science article on how we may communicate in the future.

Life skills

Self-management; Decision-making.

Writing

Write a reflective paragraph and a blog.

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Review:

- Is the gardener happy or unhappy at the end? Give your reasons.

Warm-up:

- What is your grandfather's job?

Strategies: Brain storming, Organization of ideas, Conventions of print

Presentation:

Vocabulary:

Collect (someone) Known as Important to Listen to	write about Break into Hack into Outside world
--	---

Practice:

S. B. EX. 1: Listen to three people on a radio programme speaking about the Internet

W. B. EX. 1: Listen again. Answer true (T) or false (F).

Home assignment:

-Write an essay of 100 words about one of the following :

1- Smart phones"

2- social sites

Date	/ /
Period	
Class	

Chapter 5
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- 1) What did Jim do next after he knew about Silver's mutiny?

Warm-up:

- In Chapter 4, why do you think captain Smollett let Silver help him do this?

Strategies:

- pair work, Discussion and role play.

Presentation:

Vocabulary:

allow –belive –bottom – dead – different – kneel – leader – sail – dry voice

* **Summary:**

I finally stopped running and saw that I was close to the bottom of one of the small hills. The air was fresher here and the trees were taller. Suddenly from up the hill something jumped behind the tree.

Practice:

What agreement did Jim have with gun?

Home assignment:

Who do you think the flag might belong to?

Date	/ /
Period	
Class	

Unit 6
Learning from literature

SB P.

WB P.

Learning objectives:

Language

Verbs + infinitive or -ing form

Speaking

Polite requests

Listening

A conversation about Robert Louis Stevenson

Reading

The Gardener - a poem by Robert Louis Stevenson

Life skills

Communication; Critical Thinking

Writing

A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- What nationality was Robert Louis Stevenson?

- In which century did he live?

Warm-up:

- What is your Dream?

Strategies: Conventions of print, Discussion, make the decision

Presentation:

Vocabulary:

literature – biography – author – Pacific – kidnap – successful - treasure - adventure

Reading:

- Robert Louis Stevenson was born in Scotland in 1850 and died 44 years later in Samoa, a small island in the South Pacific.

Practice:

S. B. EX. 1: Choose the correct definition of each word.

Then check in a dictionary.

S. B. EX. 2: Complete these sentences about Robert Louis Stevenson.

Home assignment:

Write a paragraph about (your favorite writer)

Date	/ /
Period	
Class	

Unit 6
Learning from literature

SB P.

WB P.

Learning objectives:

Language

Verbs + infinitive or -ing form

Speaking

Polite requests

Listening

A conversation about Robert Louis Stevenson

Reading

The Gardener - a poem by Robert Louis Stevenson

Life skills

Communication; Critical Thinking

Writing

A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Warm-up:

- What do you want to be in the future?

Strategies: Organization of ideas, Discussion, Role play

Presentation:

Vocabulary:

pirates – hay – gardener – rules – unfriendly – tools

poem - key - currant

Listening & Reading:

Although he is best known for his novels, like Kidnapped and Strange Case of Dr Jekyll and Mr. Hyde, Stevenson also wrote many poems and travel books.

Practice:

S. B. EX. 1: underline the future verb forms in sentences

1-6 . then match each with the correct use.

S. B. EX. 2: Choose the best replies.

S. B. EX. 3: Ask and answer:

Home assignment:

Rewrite the following sentences using the words in brackets:

- 1 – They have arranged to start a new business. (Going to)
- 2- I prefer reading books to watching films. (rather)
- 3- I'll resign if I don't get a pay rise. (threatened)

Date	/ /
Period	
Class	

Unit 6
Learning from literature

SB P.

Learning objectives:

Language

Verbs + infinitive or -ing form

Speaking

Polite requests

Listening

A conversation about Robert Louis Stevenson

Reading

The Gardener - a poem by Robert Louis Stevenson

Life skills

Communication; Critical Thinking

Writing

A review of a poem

Teaching Aids

- The white board, the black board, student book and workbook.

Review:

- What would you do if you had a lot of money?

Warm-up:

- What do you know about smart cars?

Strategies: Brain storming, Organization of ideas, Conventions of print

Presentation:

Vocabulary:

behind – plot – wish – garden – path – fruit – dig – busy – comics - favour

Practice:

S. B. EX. 1: read the text and match the headlines with the correct paragraphs 1-5.

S. B. EX. 2: Read and answer these questions.

Home assignment:

Choose the correct answer:-

1 – A ----- is someone who writes poems-.

a – poetry	b – poet	c – novelist	d – playwright
------------	----------	--------------	----------------

2-In my opinion , poets should write about ----- life.

a – everyday	b – to each day	c – everyday	d – all day

Date	/ /
Period	
Class	

Unit 6
Learning from literature

SB P.

WB P.

Learning objectives:

Language

Verbs + infinitive or -ing form

Speaking

Polite requests

Listening

A conversation about Robert Louis Stevenson

Reading

The Gardener - a poem by Robert Louis Stevenson

Life skills

Communication; Critical Thinking

Writing

A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- What is pollution?

Warm-up:

- What kind of cars do you like to own in the future?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

suppose – amount – respond – formal - neighbour - dress candle - hop

Practice:

S. B. EX. 1: Answer four of the following:

S. B. EX. 2: Look and discuss.

S. B. EX. 3: Discuss in pairs.

Home assignment:

7) Write a paragraph of ninety words about ONE (1) only of the following:

a) How we can protect the environment.

b) Pollution.

Date	/ /
Period	
Class	

Unit 6
Learning from literature

SB P.

WB P.

Learning objectives:

Language

Verbs + infinitive or -ing form

Speaking

Polite requests

Listening

A conversation about Robert Louis Stevenson

Reading

The Gardener - a poem by Robert Louis Stevenson

Life skills

Communication; Critical Thinking

Writing

A review of a poem

Teaching Aids:

- The white board, the black board, student book and workbook.

Review:

- what is this?

Warm-up:

- What is the main idea of the "Gardner"?

Strategies: Brain storming, make the decision, Style

Presentation:

Vocabulary:

grow up – clear – row – describe - season - verse – especially

Practice:

S. B. EX. 1: Do you agree.

S. B. EX. 2: Discuss in pairs.

W. B. EX. 1: read and answer the questions.

W. B. EX. 2: writ for and against paragraphs.

Home assignment:

A) Translate into Arabic:

In fact, pollution is considered man's enemy. Many of our serious diseases are due to the different kinds of pollution. The government all over the world should co-operate to put an end to this serious problem.

Date	/ /
Period	
Class	

Chapter 6
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- 1) what do you know about captain smollett?

Warm-up:

- In Chapter 5, why do you think gun was left alone on the island?

Strategies:

- pair work, Discussion, role play

Presentation:

Vocabulary:

advantage – alive – cannon – careful - move – weapons – wind

* **Summary:**

When the boats went to the shore I talked to captain Smollett and Mr Trelawney. There was no wind at all so we knew we couldn't take the ship even if we wanted to attack the six men who stayed on the ship with us.

Practice:

- Why do you think the sailors were surprised?

Home assignment:

Why was it almost impossible to hit anyone?

Date	/ /
Period	
Class	

Unit 7	
Health and safety	
Lesson 1	Listening

SB P.

WB P.

Learning objectives:

Language

Should / shouldn't / must / mustn't.

Speaking

Giving advice.

Listening

How to give first aid.

Reading

Leaflet about hygiene around the home.

Critical thinking

Interrupting research: the importance of hygiene.

Writing

What to do if there is a fire.

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

Warm-up:

- How can you keep the environment clean?

Presentation:

Vocabulary:

**breathe - danger - personal - respond - hurt - killed -
CPR (cardiopulmonary resuscitation)**

Structures:

- would you like to learn first aid?

Practice:

S. B. EX. 1: look and answer these questions in pairs.

S. B. EX. 2: look at the words and phrases and answer the questions.

S. B. EX. 3: Discuss these questions in pairs.

Home assignment:

Write a paragraph about "How to keep our environment clean"?

Date	/ /
Period	
Class	

Unit 7	
Health and safety	
Lesson 2	Language

SB P.

WB P.

Learning objectives:

Language

Should / shouldn't / must / mustn't.

Speaking

Giving advice.

Listening

How to give first aid.

Reading

Leaflet about hygiene around the home.

Critical thinking

Interrupting research: the importance of hygiene.

Writing

What to do if there is a fire.

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

Warm-up:

- what shouldn't you do to keep your house clean?.

Presentation:

Vocabulary:

show - wash hands - interests - outside - Bactria - media - amazing - available

Practice:

S. B. EX. 1: read the article and correct these statements?

S. B. EX. 2: Discuss these questions in pairs?

W. B. EX. 1: Give advice.

Home assignment:

Write a paragraph about "Hygiene and sanitation"

Date	/ /	Unit 7
Period		Health and safety
Class		Lesson 3 Reading

SB P.

Learning objectives:

Language

Should / shouldn't / must / mustn't.

Speaking

Giving advice.

Listening

How to give first aid.

Reading

Leaflet about hygiene around the home.

Critical thinking

Interrupting research: the importance of hygiene.

Writing

What to do if there is a fire.

Teaching Aids

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

Warm-up:

- What do we mean by " hygiene "?

Presentation:

Vocabulary:

bedding - pets - change - floor - bins - promise - forget - waste - soil

Structures:

- you should change your bedding at least once every week.
- you should wash your hands after spending time with your Pets.

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: read the leaflet are these sentences (T) or (F)

Home assignment:

- Translate into English:

يجب ان تخلع حذائك قبل دخولك الي المنزل.

Date	/ /
Period	
Class	

Unit 7
Health and safety
Lesson 4 Critical thinking

SB P.

WB P.

Learning objectives:

Language

Should / shouldn't / must / mustn't.

Speaking

Giving advice.

Listening

How to give first aid.

Reading

Leaflet about hygiene around the home.

Critical thinking

Interrupting research: the importance of hygiene.

Writing

What to do if there is a fire.

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

Warm-up:

- Who are today's heroes?

Presentation:

Vocabulary:

A rule or law - advice-suggestion - smart - prohibition - visual-result - warm

Structures:

MAKING PROMISES

- I promise to..... inf

- I promise that I'll inf

- I promise I will..... inf

- I promise I won't..... inf

Practice:

S. B. EX. 1: Read and Discuss in pairs.

S. B. EX. 2: reply using should /shouldn't/ must /mustn't

S. B. EX. 3: match sentences 1-4 with one of these discriptions .

Home assignment:

3 Write what you would say in each of the following situations.

a A friend asks you what you are doing this weekend. You want to go to the beach.

Date	/ /
Period	
Class	

Unit 7
Health and safety
Lesson 5 speaking

SB P.

WB P.

Learning objectives:

Language

Should / shouldn't / must / mustn't.

Speaking

Giving advice.

Listening

How to give first aid.

Reading

Leaflet about hygiene around the home.

Critical thinking

Interrupting research: the importance of hygiene.

Writing

What to do if there is a fire.

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

Warm-up:

- How can you help your mother at home?

Presentation:

Vocabulary:

wrap - evacuate - services - immediately - electrical - blanket

Structures:

GIVING ADVICE

- you should

- you shouldn't

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: match the words with their definitions.

S. B. EX. 3: Listen and Complete.

A- Translate into Arabic:

1- Travel helps us to gain knowledge and experience in life.

2- Toshka is done for the welfare of the Egyptians, especially the coming generations.

B- Translate into English:

١- لقد وهب الله مصر كثيرا من المصادر الطبيعية التي لو أحسن استغلالها لأصبحنا من أغنى الدول

٢- إن الضوضاء التي تسببها المدينة الحديثة تؤثر تأثيرا سيئا على سمعنا.

Date	/ /
Period	
Class	

Unit 8	
Robots	
Lesson 1	Listening

SB P.

WB P.

Learning objectives:

Language

Zero, first and second conditionals

Speaking

Discussing consequences

Listening

Discussion on how technology can improve learning

Reading

Online posts about the advantages of new technology

Critical thinking

Is technology always good?

Writing

An essay about the advantages and disadvantages of having technology in the house

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- What things would it be difficult to live without?

Presentation:

Vocabulary:

GPS – unfortunately – continue – invention – click – touch

Reading:

The internet is the best invention that we have today. You can find information about anything you're interested in. It's really useful if you need to find out something for a school project, for example. I'd never be able to do my homework without it!

Practice:

S. B. EX. 1: Read three online posts about technology Write the names of the inventions next to the sentences that describe them.

S. B. EX. 2: Discuss in pairs. What do you think is the best invention? Why?

Home assignment:

Choose the correct answer from a, b, c or d:

1- It can be inexpensive to use the (**sharpener – clothes – internet – rockets**) to do your homework.

2- It is often completely (**noise – silent – noisy – loud**) in the desert at night. You can't hear anything.

3- He likes eating fish but he (**likes – alike – dislikes – unlike**) eating meat.

Date	/ /
Period	
Class	

Unit 8	
Robots	
Lesson 2	Language Focus

SB P.

WB P.

Learning objectives:

Language

Zero, first and second conditionals

Speaking

Discussing consequences

Listening

Discussion on how technology can improve learning

Reading

Online posts about the advantages of new technology

Critical thinking

Is technology always good?

Writing

An essay about the advantages and disadvantages of having technology in the house

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- Which is the most important invention for you?

Presentation:

Vocabulary:

quickly - lock - possible - app - silent - email address - opposite - fix

reading:

Robots can do some of the things that people can do, like cleaning or putting parts together in a car factory. We have had robots for a long time, but today robots can do a lot more things than robots could do in the past.

Practice:

S. B. EX. 1: Underline the verbs that follow if in these sentences.

S. B. EX. 2: look at the sentences in Exercise 1 and discuss these questions in pairs.

Home assignment:

Choose the correct verbs in these sentences.

- If I used that app on my phone, it **will be / would be** easy to find places.
- I'll help you to fix your computer if you **tell / will tell** me what's wrong with it.

Date	/ /
Period	
Class	

Unit 8
Robots
Lesson 3 Reading

SB P.

Learning objectives:

Language

Zero, first and second conditionals

Speaking

Discussing consequences

Listening

Discussion on how technology can improve learning

Reading

Online posts about the advantages of new technology

Critical thinking

Is technology always good?

Writing

An essay about the advantages and disadvantages of having technology in the house

Teaching Aids

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- What inventions can you see in this page?

Presentation:

Vocabulary:

adult – provide – rule – education – reason – comfortable – weekend

reading:

I like technology a lot and I use it every day. It helps me find information for my school work and I can buy things easily online. But technology isn't always a good thing. It can lead to a lot of stress and it can stop people enjoying their free time.

Practice:

S. B. EX. 1: Choose the correct meaning of these words. Use your dictionary to check the meaning.

S. B. EX. 2: Discuss these questions in pairs.

Home assignment:

Choose the correct answer

- 1- At the age of seven, my parents (are taking – were taking – took – take) me to Jordan.
- 2-He (gave – was given – has given – had given) a prize for a drawing of an animal.
- 3- She fainted after she (cook – was cooked – was cooking – had cooked) the dinner.

Date	/ /
Period	
Class	

Unit 8
Robots
Lesson 4 Critical thinking

SB P.

WB P.

Learning objectives:

Language

Zero, first and second conditionals

Speaking

Discussing consequences

Listening

Discussion on how technology can improve learning

Reading

Online posts about the advantages of new technology

Critical thinking

Is technology always good?

Writing

An essay about the advantages and disadvantages of having technology in the house

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- What will you do if you are alone without a patron?

Presentation:

Vocabulary:

enormous - invention - success - manage - follow - caused

reading:

*If I **need** help with a school project I **look** online. It is my habit. **If** you **boil** water, it **changes** into steam.*

Practice:

S. B. EX. 1: Use the phrases in Exercise 8 to write about another invention.

S. B. EX. 2: Write the phrases from the Discussing causes and results box in the correct column of the table below

Home assignment:

A- Translate into Arabic:

People with disabilities are useful citizens although they are with special needs. They can share in making progress as they have different skills.

A- Translate into Arabic:

١- إن أفضل دعوة لتحقيق الاستقرار للوطن، ولحل مشكلة الإسكان في مصر هو بناء المدن الجديدة.

Date	/ /
Period	
Class	

Unit 8
Robots
Lesson 5 Writing

SB P.

WB P.

Learning objectives:

Language

Zero, first and second conditionals

Speaking

Discussing consequences

Listening

Discussion on how technology can improve learning

Reading

Online posts about the advantages of new technology

Critical thinking

Is technology always good?

Writing

An essay about the advantages and disadvantages of having technology in the house

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- What is your grandfather's job?

Presentation:

Vocabulary:

social life - free - technology - quiz - chat - feedback

reading:

I don't know what I would do without technology!
It makes life easier and you can do things so much faster. And how would we travel without technology? You can travel from Cairo to London in just five hours in a plane!

Practice:

S. B. EX. 1: Discuss these questions in pairs.

S. B. EX. 2: Listen and do the following.

s. B. EX. 1: Put a cross next to the advantages and disadvantages that you don't agree with

Home assignment:

Choose the correct answer.

1 Hana loves animals, so she wants to be a

A teacher B plumber C vet D baker

2 After the accident, Lara couldn't walk and she had to use a/an

A wheelchair B armchair C pair of glasses D muscle

Date	/ /
Period	
Class	

Chapter 7
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- What did Jim do next after he knew about Silver's mutiny?

Warm-up:

- In Chapter 6, why do you think captain Smollett let Silver help him do this?

Strategies:

pair work, Discussion and role play.

Presentation:

Vocabulary:

**chain -belive -crazy - dead - mist - trial - firewood - sail
- truce**

* Summary:

I walked with Ben Gun and we soon saw the fort. "Your friends will be inside, Jim," said Ben. "It might be the pirates," I replied. "No, look at the flag! They will be good men," he answered. "The fort was made by Flint. He was a clever man and he wasn't frightened of anyone, except Silver." "Let's go inside," I said. "I can't go in there," Gun replied. "I don't trust anyone. I'll wait for you. Remember what I told you. I can help you. Come and find me tomorrow."

Home assignment:

1) Are these sentences true (T) or false (F)? Correct the false sentences:

1. There were good men on the Hispaniola.
2. Jim waited until it was nearly dark before he went into the fort.
.....
3. The fort was full of sand and smoke.
4. The men in the fort had nothing to do.
5. In the morning, they could only see the head of Silver and one other pirate because they were hiding.
6. Silver was not happy when he left the fort.

Date	/ /
Period	
Class	

Chapter 8
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- what do you know about captain smollett?

Warm-up:

- In Chapter 7, why do you think gun was left alone on the island?

Strategies:

- pair work, Discussion, role play

Presentation:

Vocabulary:

anchor –shot –tent – paddle – move – steer – wind

* Summary:

Some of the pirates tried to climb the fence, but Joyce shot two of them and one ran back to the trees. However, four were now inside the fences and seven more continued to fire at us from the trees. Our men fired at the four pirates, but did not hit them. They were now running up the hill to the fort, and one of them climbed up and took Hunter's gun. Another ran in through the door, where the doctor killed him.

Home assignment:

1) Complete the sentences with these adverbs:

badly completely nearly quickly quietly suddenly weakly

- Joyce fired his gun when the pirates first attacked.
- When Smollett told him to go, Jim ran to the other side of the fort
.....
- After he was hurt, Captain Smollett spoke
- Jim later left the fort
- It was dark when Jim found Ben Gun's boat.
- Ben Gun's boat was made.
- Jim was soon wet.

Date	/ /
Period	
Class	

Unit 9	
A good education	
Lesson 1	Listening

SB P.

WB P.

Learning objectives:

Language

Past simple passive; Past simple and past perfect (Active)

Speaking

Agreeing and disagreeing

Listening

A discussion on changing schools; agreeing or disagreeing on an opinion

Reading

A text about Charlotte Bronte and her novel *Jane Eyre*

Communication Supporting your opinion with reasons

Writing A summary of Jane Eyre

Life Skills Different ways of learning

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- What is your Dream?

Presentation:

Vocabulary:

orphan - request - cruel - booking - governess - housekeeper - duties

Structures:

- Children from rich families *were taught* at home by a governess.

Practice:

S. B. EX. 1: Read the summary of Jane Eyre quickly. Which phrase best explains what the story is about?

s. B. EX. 1: Match the words and the definitions

Home assignment:

Find and correct the mistakes.

1- Mr and Mrs Osman employed a governess / housekeeper to teach their children at home.

2- Hania never knew her parents because she is a(n) governess / orphan.

3 -That bully was very cruel / strange to the smaller boys, so they told a teacher about it.

4 - The housekeeper / orphan showed the guest to her room.

Date	/ /
Period	
Class	

Unit 9	
A good education	
Lesson 2	Grammar

SB P. 72

WB P. 70

Learning objectives:

Language

Past simple passive; Past simple and past perfect (Active)

Speaking

Agreeing and disagreeing

Listening

A discussion on changing schools; agreeing or disagreeing on an opinion

Reading

A text about Charlotte Brontë and her novel *Jane Eyre*

Communication Supporting your opinion with reasons

Writing A summary of Jane Eyre

Life Skills Different ways of learning

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- Do you think it would be easy to live in a house with another family? Why?

Presentation:

Vocabulary:

Rights - servant - cousins - boss - wealthy - owner employed - called

Practice:

S. B. EX. 1: Are these sentences true (T) or false (F)?

Correct the false sentences.

S. B. EX. 2: Complete the sentences with the past simple passive form of the verbs in the box.

Home assignment:

2 Complete the sentences in the past simple or past perfect. Use the verbs in brackets.

1 Mrs Reed made Jane Eyre stay in a bedroom because she (fight) with her cousin.

2 Mrs Reed decided to send Jane away to school because Jane (become) ill before.

3 After Jane had arrived, she (realise) that the headmaster at Lowood School was a cruel person.

Date	/ /
Period	
Class	

Unit 9	
A good education	
Lesson 3	Reading

SB P.

Learning objectives:

Language

Past simple passive; Past simple and past perfect (Active)

Speaking

Agreeing and disagreeing

Listening

A discussion on changing schools; agreeing or disagreeing on an opinion

Reading

A text about Charlotte Brontë and her novel *Jane Eyre*

Communication Supporting your opinion with reasons

Writing A summary of Jane Eyre

Life Skills Different ways of learning

Teaching Aids

- The white board, the black board, student book and workbook.

Warm-up:

- You're going to read a summary of the book **Jane Eyre** by Charlotte Bronte. What do you know about Charlotte Brontë?

Presentation:

Vocabulary:

customer - apply for - century - contact - oasis - uniform - employed - investment - waiter - fire

Practice:

S. B. EX. 1: Read the text and discuss the questions in pairs

S. B. EX. 2: match these collocations with their meanings.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

Imagine that you are going to have a class discussion about the best way to learn. Your teacher has asked you to prepare some notes about the following statement:

"Students should work in groups at school because that is the best way to learn!"

Date	/ /
Period	
Class	

Unit 9
A good education
Lesson 4 Critical thinking

SB P.

WB P.

Learning objectives:

Language

Past simple passive; Past simple and past perfect (Active)

Speaking

Agreeing and disagreeing

Listening

A discussion on changing schools; agreeing or disagreeing on an opinion

Reading

A text about Charlotte Brontë and her novel *Jane Eyre*

Communication Supporting your opinion with reasons

Writing A summary of *Jane Eyre*

Life Skills Different ways of learning

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- who is your favourite writer?

Presentation:

Vocabulary:

nearby - of my own - office skills - newspaper - degree -
pilot - a TV programme

Practice:

S. B. EX. 1: Look at the pictures of people learning. What do they show?

S. B. EX. 2: In pairs, agree or disagree with the opinions. Give reasons for your ideas.

S. B. EX. 3: Discuss in pairs.

Home assignment:

1- Write what you would say in each of the following situations:

1- Your friend has a cut in his hand

2- You don't know how to drive a car, you ask someone.

Date	/ /
Period	
Class	

Unit 9
A good education
Lesson 5 Communication

SB P.

WB P.

Learning objectives:

Language

Past simple passive; Past simple and past perfect (Active)

Speaking

Agreeing and disagreeing

Listening

A discussion on changing schools; agreeing or disagreeing on an opinion

Reading

A text about Charlotte Brontë and her novel *Jane Eyre*

Communication Supporting your opinion with reasons

Writing A summary of Jane Eyre

Life Skills Different ways of learning

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

Warm-up:

- What do you think STEM subjects are at school?

Presentation:

Vocabulary:

**unless - tooth - teeth - cleaner - carpenter - university -
education - thief**

Practice:

S. B. EX. 1: Do you agree.

S. B. EX. 2: Discuss in pairs.

W. B. EX. 1: read and answer the questions.

W. B. EX. 2: writ for and against paragraphs.

Home assignment:

A- Translate into Arabic:

To seek peace requires a lot of hard work, patience and compromises. It must be worked out in face to face talks between warring parties.

B- Translate into English:

– الصحة الجيدة تقي الفرد ضد الانحراف.

Date	/ /
Period	
Class	

Chapter 9
Treasure Island

SB P.

Aim/s :

- Listening for gist and detailed information.

Teaching Aids:

- The white and the black board, student book and marker.

Review:

- What did some of the pirates try to do?

Warm-up:

- In Chapter 8, where did the doctor kill the man?

Strategies:

pair work, Discussion and role play.

Presentation:

Vocabulary:

bandage –deck –shallow – mast – shoulder – wound – wreck
– get nearer – lying on

* Summary:

I found some water and some food, which I put in my bag, and I went back to give the water to Hands. He drank all of it, very quickly. "Are you hurt?" I asked him. "With a doctor, I'll be fine," he said. "And where have you been?" "Well, I've decided to take the ship, so you must now call me Captain," I said. He looked at me angrily, but he also looked very ill. "Also, Mr Hands, we can't have this flag on the ship," I said, and then I went to take down the black pirate flag.

Home assignment:

2) Are these sentences true (T) or false (F)? Correct the false sentences:

1. Jim saw someone sailing the Hispaniola around the island.
2. On the Hispaniola, Jim realised that Hands was hurt.
3. Jim did not want to help the pirate.
4. Hands taught Jim to sail the ship.
5. Jim knew that he could trust Hands.

Date	/ /
Period	
Class	

Unit 10	
What's your job?	
Lesson 1	Listening

SB P.

WB P.

Learning objectives:

Language: Reported speech: statements and questions

Speaking

Talking about job opportunities

Listening

Students at a job fair

Reading

An article about jobs

Writing: An email asking for advice; a personal CV

Life Skills: Self-management Planning for the world of work

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Warm-up:

- What kind of jobs are popular with young people in Egypt today?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

rewarding- stage - apply- level - training- stressful- average - skill- contract

Structures:

- How were communications twenty years ago?

Practice:

S. B. EX. 1: Match the meaning of these words and phrases, then check in a dictionary.

S. B. EX. 2: read the magazine article. Which job do you think is the more difficult?

W. B. EX. 1: Complete the table.

W. B. EX. 2: Join the sentences with the correct words.

Home assignment:

1 Match the numbers or dates.

- a 64
- b 685
- c 6,072
- d 2016
- e 1666

- 1 sixteen sixty-six
- 2 two thousand and sixteen
- 3 sixty-four
- 4 six thousand and seventy-two
- 5 six hundred and eighty-five

Date	/ /
Period	
Class	

Unit 10
What's your job?
Lesson 2 Language

SB P.

WB P.

Learning objectives:

Language: Reported speech: statements and questions

Speaking

Talking about job opportunities

Listening

Students at a job fair

Reading

An article about jobs

Writing: An email asking for advice; a personal CV

Life Skills: Self-management Planning for the world of work

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Warm-up:

- What kind of jobs are popular with young people in Egypt today?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

**practical- qualifications- casualty department- scientist -
laboratory - expert**

Practice:

S. B. EX. 1: listen to what people actually said at the job fair and complete the sentences.

S. B. EX. 2: listen to three students talking about their experiences at a job fair.

What industry does each student want to work in?

Home assignment:

-Change what the people say into reported speech.

1-"I don't want to play football at the weekend," said Hatem.

2-"Can you tell me your name, please?" the interviewer asked me.c The Tibet railway

3-"Have you got a degree in maths or science?" she inquired.

Date	/ /
Period	
Class	

Unit 10
What's your job?
Lesson 3 Reading

SB P.

Learning objectives:

Language: Reported speech: statements and questions

Speaking

Talking about job opportunities

Listening

Students at a job fair

Reading

An article about jobs

Writing: An email asking for advice; a personal CV

Life Skills: Self-management Planning for the world of work

Teaching Aids

- The white and blackboard, student book and workbook, chalk.

Warm-up:

- Is there anything you don't enjoy?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

products - successful - communicate - main - difficult - include - attendant - degree - industry

Structures:

- There is a good film on TV about science fiction. **I think you will enjoy it.**
- I expect we will be able to send texts by the power of thought.

Practice:

S. B. EX. 1: read the magazine article. Which job do you think is the more difficult?

S. B. EX. 2: read the article again and answer the questions.

Home assignment:

- Translate into English:

- ١- تقع مصر على الساحل الشرقي من أفريقيا.
- ٢- يقدم التلفاز برامج تعليمية ناجحة بالإضافة إلى المباريات والمسلسلات.

Date	/ /
Period	
Class	

Unit 10
What's your job?
Lesson 4 Critical thinking

SB P.

WB P.

Learning objectives:

Language: Reported speech: statements and questions

Speaking

Talking about job opportunities

Listening

Students at a job fair

Reading

An article about jobs

Writing: An email asking for advice; a personal CV

Life Skills: Self-management Planning for the world of work

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Warm-up:

- Who are today's heroes?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

link - nurse - right - the children's ward - sick - affect - move - reliable

Practice:

S. B. EX. 1: Read and Discuss in pairs.

S. B. EX. 2: skills for life.

S. B. EX. 3: answer the following questions.

W. B. EX. 1: Complete the sentences with the words in the box.

Home assignment:

A- Translate into Arabic:

1. No one is going to hand you success on a silver plate. If you want to make it, you will have to make it on your own.
2. Scientists are trying to develop cleaner cars that may cause no pollution to the environment
3. Computers are being used more and more in the world today for the simple reason that they have better memories and can store huge amounts of information.

Date	/ /
Period	
Class	

Unit 10
What's your job?
Lesson 5 Communication

SB P.

WB P.

Learning objectives:

Language: Reported speech: statements and questions

Speaking

Talking about job opportunities

Listening

Students at a job fair

Reading

An article about jobs

Writing: An email asking for advice; a personal CV

Life Skills: Self-management Planning for the world of work

Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Warm-up:

- What is your father's job?

Strategies: Brain storming, Discussion, Role play

Presentation:

Vocabulary:

confident - flexible - section - honest - plumber - nearly - loyal

Practice:

S. B. EX. 1: Listen and answer these questions.

S. B. EX. 2: Discuss in pairs.

Home assignment:

1 Write questions for these answers.

a When *was the Suez Canal opened*.....?

The Suez Canal was opened in 1869.

b When

The Pyramids were built about 4,500 years ago.

Where

A lot of the world's cotton is grown in Egypt

What.....?

Clock s are used for telling the time.

Date	/ /
Period	
Class	

Unit 11
Amazing people
Lesson 1 Listening

SB P.

WB P.

Learning objectives:

Language

Relative clauses

Speaking

Making complaints and polite responses

Listening

A radio interview about equal opportunities

Reading

An article about athletes with disabilities

Life skills

Respect for diversity; creativity; cooperation

Writing

A paragraph on a disabled person you like; an email to arrange a job interview

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- An athlete who is not a member of the National Team.

Presentation:

Vocabulary:

**athlete - disability - Olympics - achievement - compete -
muscle- powerlifting**

Practice:

S. B. EX. 1: Read about three athletes and answer these questions.

S. B. EX. 2: Match then find the meaning.

Home assignment:

- Translate into English:

١- لا شك أن المسابقات الرياضية الدولية تساعد على تقارب الشعوب وإشاعة ثقافة التسامح والتفاهم مما يؤدي الى نبذ الكراهية والعنف.

٢- للرياضة أثر كبير في محاربة المشكلات المجتمعية المختلفة مثل العنف والجريمة، كما يمكنها تعزيز المبادئ الأساسية لشخصية الأطفال ومواقفهم تجاه الآخرين.

Date	/ /
Period	
Class	

Unit 11	
Amazing people	
Lesson 2	Language Focus

SB P.

WB P.

Learning objectives:

Language

Relative clauses

Speaking

Making complaints and polite responses

Listening

A radio interview about equal opportunities

Reading

An article about athletes with disabilities

Life skills

Respect for diversity; creativity; cooperation

Writing

A paragraph on a disabled person you like; an email to arrange a job interview

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- An athlete who has a physical difference that makes it difficult to do something.

Presentation:

Vocabulary:

race - podcast - Disc - Paralympics - lifter - bronze - share

Practice:

S. B. EX. 1: Read about the relative clauses and answer.

S. B. EX. 2: Rewrite the following.

W. B. EX. 1: Complete with who-which- that - where.

Home assignment:

Choose the correct answer :

1- The man looked surprised when a little boy threw a stone at his car.

- a. quit b. quiet c. quietly d. quite

2- Going to school teaches children to on well with other people.

- a. keep b. get c. set d. let

3- It is often completely in the desert at night. You can't hear anything.

- a. noise b. silent c. noisy d. loud

4- I don't have much with nature .

- a. connect b. communicate c. contact d. contract

Date	/ /
Period	
Class	

Unit 11
Amazing people
Lesson 3 Reading

SB P.

Learning objectives:

Language

Relative clauses

Speaking

Making complaints and polite responses

Listening

A radio interview about equal opportunities

Reading

An article about athletes with disabilities

Life skills

Respect for diversity; creativity; cooperation

Writing

A paragraph on a disabled person you like; an email to arrange a job interview

Teaching Aids

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- An athlete who is too young to participate in the Olympic Games.

Presentation:

Vocabulary:

events - organisation - sociology - campus - positive - equal - media

Practice:

S. B. EX. 1: Match the words with their meanings.

S. B. EX. 2: read and answer the questions.

Home assignment:

Choose the correct answer :

1. Jules Verne, was French, was born in 1828.

a) who b) which c) where d) when

2. His father, was a lawyer, paid for his studies.

a) who b) which c) where d) when

3. The man paid for his studies was his father.

a) which b) that c) where d) when

Date	/ /
Period	
Class	

Unit 11
Amazing people
Lesson 4 Critical thinking

SB P.

WB P.

Learning objectives:

Language

Relative clauses

Speaking

Making complaints and polite responses

Listening

A radio interview about equal opportunities

Reading

An article about athletes with disabilities

Life skills

Respect for diversity; creativity; cooperation

Writing

A paragraph on a disabled person you like; an email to arrange a job interview

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- What is Jules Verne's last novel?

Presentation:

Vocabulary:

community - respond - support - colleague - staff - employee - employer

Practice:

S. B. EX. 1: answer these questions.

S. B. EX. 2: Discuss these questions in pairs.

W. B. EX. 1: Complete the definitions with these words.

Home assignment:

- Supply the missing words in the following passage :

We went out on Monday, 1)..... was my birthday. The first thing we visited 2)..... the wonderful aquarium in the city center 3)..... there are three killer whales and a crowd 4)..... dolphins. We arrived in the late afternoon 5)..... all the animals were fed so it was wonderful to see the dolphins 6)..... were out of the water to get the fish.

Date	/ /
Period	
Class	

Unit 11
Amazing people
Lesson 5 Functions

SB P.

WB P.

Learning objectives:

Language

Relative clauses

Speaking

Making complaints and polite responses

Listening

A radio interview about equal opportunities

Reading

An article about athletes with disabilities

Life skills

Respect for diversity; creativity; cooperation

Writing

A paragraph on a disabled person you like; an email to arrange a job interview

Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- Where did the story begin?

Presentation:

Vocabulary:

apology - bother - gain - current - charity- benefits - agreement

Practice:

S. B. EX. 1: Describe a journey.

S. B. EX. 2: Talk about the journey in pairs.

W. B. EX. 1: Read and answer.

W. B. EX. 2: write about your journey.

Home assignment:

a- Translate into Arabic:

1- Individuals differ in their ability to understand complex ideas and to adapt effectively to the environment. So, they must be taught in different ways.

Date	/ /
Period	
Class	

Unit 12	
Hard work	
Lesson 1	Listening

SB P.

WB P.

Learning objectives:

Language

Modal verbs of possibility can't, might, must

Speaking

Explaining mysteries

Listening

A conversation about how people work

Reading

A summary of Silas Marner

Critical thinking

Research and present answers to a famous mystery

Writing

A book review; a short story

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- What is your Dream?

Presentation:

Vocabulary:

disappear - guilt - mystery - weave - engaged - plot - theme

Practice:

S. B. EX. 1: answer these questions in pairs.

S. B. EX. 2: Guess the meaning.

W. B. EX. 1: complete the sentences with prepositions.

W. B. EX. 2: match to make sentences.

Home assignment:

Choose the correct answer :

- The book's is the conflict between love and duty.
a. owner b. theme c. buyer d. page
- The was so complicated that I was totally confused by the time I was two chapters in.
a. happiness b. evil c. offer d. plot
- There are obvious benefits in allowing each student to go at his own
a. property b. mind c. pace d. care

Date	/ /
Period	
Class	

Unit 12	
Hard work	
Lesson 2	Grammar

SB P. 92

WB P. 86

Learning objectives:

Language

Modal verbs of possibility can't, might, must

Speaking

Explaining mysteries

Listening

A conversation about how people work

Reading

A summary of Silas Marner

Critical thinking

Research and present answers to a famous mystery

Writing

A book review; a short story

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- What is your Dream?

Presentation:

Vocabulary:

**village - recommend - adopt - stones - artificial intelligence
deep lake - monster**

Practice:

S. B. EX. 1: underline the modal verbs.

S. B. EX. 2: discuss in pairs.

W. B. EX. 1: what has happened?

Home assignment:

Choose the correct answer :

1. My father was frightened of spiders, so my phobia must come from him.

- a) have b) has c) had d) having

2. I hated opening cupboards because I might have a spider in them.

- a) find b) finds c) found d) finding

3. I loved dolls until I was about five, so fear of dolls have been a phobia I was born with.

- a) can b) can't c) could d) might

Date	/ /
Period	
Class	

Unit 12	
Hard work	
Lesson 3	Reading

SB P.

Learning objectives:

Language

Modal verbs of possibility can't, might, must

Speaking

Explaining mysteries

Listening

A conversation about how people work

Reading

A summary of Silas Marner

Critical thinking

Research and present answers to a famous mystery

Writing

A book review; a short story

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- What is your Dream?

Presentation:

Vocabulary:

**characters - husband - empty bag - cottage - unpleasant -
warehouse - abandon - police officer - countryside - dusty**

Practice:

S. B. EX. 1: Discuss with a partner.

S. B. EX. 2: Read and complete.

Consolidation:

Ss are asked to answer WB. EX. 3 at home.

Home assignment:

1- Write what you would say in each of the following situations:

1- Your friend tells you a bout his father's death.

2- Sameh suggests playing football but you don't agree.

Date	/ /
Period	
Class	

Unit 12
Hard work
Lesson 4 Critical thinking

SB P.

WB P.

Learning objectives:

Language

Modal verbs of possibility can't, might, must

Speaking

Explaining mysteries

Listening

A conversation about how people work

Reading

A summary of Silas Marner

Critical thinking

Research and present answers to a famous mystery

Writing

A book review; a short story

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- What is your Dream?

Presentation:

Vocabulary:

**special skill - pharaohs - situation - Egyptian legend -
virtual - fireplace - height**

Practice:

S. B. EX. 1: Match the words in bold to the definitions.

S. B. EX. 2: discuss in a small group.

S. B. EX. 3: Discuss in pairs.

W. B. EX. 2: complete the puzzle.

W. B. EX. 2: correct the spelling mistake in every line.

Home assignment:

a- Translate into Arabic:

- 1- Self studying, which involves studying without direct supervision or attendance in a classroom, is a valuable way to learn. So, we should encourage such kind of education.
- 2- We should always forget our disputes and look for the future. The wisest person is the one who makes full use of what life offers him without sorrowfully looking back at what he has lost.

Date	/ /
Period	
Class	

Unit 12
Hard work
Lesson 5 Functions

SB P.

WB P.

Learning objectives:

Language

Modal verbs of possibility can't, might, must

Speaking

Explaining mysteries

Listening

A conversation about how people work

Reading

A summary of Silas Marner

Critical thinking

Research and present answers to a famous mystery

Writing

A book review; a short story

Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

Warm-up:

- What is your Dream?

Presentation:

Vocabulary:

**respect - purpose - relationship - feel like - image -
rather than - nervous**

Practice:

S. B. EX. 1: Read two reviews of Silas Marner. Which reader liked the book more?

S. B. EX. 2: choose unusual phobia and write about it.

W. B. EX. 1: Match with the right answer.

W. B. EX. 2: writ for and against.

Home assignment:

- Translate into English:

1- تعاني العديد من دول العالم من مشكلة اللاجئين الذين تجبرهم الحروب والصراعات على ترك أوطانهم والبحث عن مكان آمن للعيش فيه.